

## Sandhills Intermediate

140 Lewis Rast Road  
Swansea, SC 29160

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	534 Students	
<b>Principal</b>	Mr. Justin Nutter	803-568-1250
<b>Superintendent</b>	J. Franklin Vail	803-568-1000
<b>Board Chair</b>	Mr. Chris Pound	803-791-7615

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	7	75	30	3

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Below Average	No

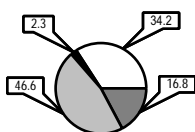
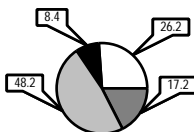
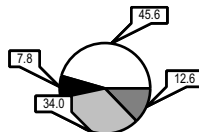
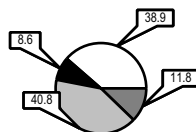
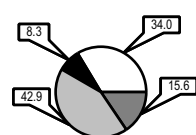
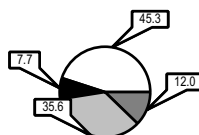
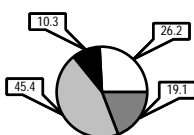
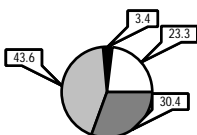
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	525	97.1	33.0	47.4	17.2	2.4	28.5	Yes	Yes
<b>Gender</b>									
Male	264	95.8	38.0	51.1	8.7	2.2	17.0	N/A	N/A
Female	261	98.5	28.3	43.9	25.3	2.5	39.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	392	96.7	32.8	46.1	18.8	2.3	29.9	Yes	Yes
African American	108	98.1	35.3	51.0	13.7	0.0	23.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	31.3	56.3	6.3	6.3	25.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	429	99.3	26.0	50.9	20.3	2.8	33.4	N/A	N/A
Disabled	96	87.5	68.8	29.9	1.3	0.0	3.9	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	97.1	33.0	47.4	17.2	2.4	28.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	518	97.1	32.8	47.4	17.4	2.4	28.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	379	96.6	39.5	47.9	11.4	1.2	21.7	No	Yes
Full-pay meals	146	98.6	17.2	46.3	31.3	5.2	45.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	525	97.7	25.2	48.7	17.5	8.5	41.7	Yes	Yes
<b>Gender</b>									
Male	264	96.6	28.7	49.1	14.3	7.8	35.7	N/A	N/A
Female	261	98.9	21.8	48.3	20.6	9.2	47.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	392	97.4	24.8	44.7	20.7	9.8	44.4	Yes	Yes
African American	108	98.1	28.4	60.8	8.8	2.0	32.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	18.8	62.5	6.3	12.5	37.5	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	429	99.8	20.7	49.1	19.9	10.2	47.3	N/A	N/A
Disabled	96	88.5	48.1	46.8	5.2	0.0	13.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	97.7	25.2	48.7	17.5	8.5	41.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	518	97.7	25.1	48.5	17.7	8.7	42.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	379	97.4	31.1	50.6	12.6	5.7	34.4	Yes	Yes
Full-pay meals	146	98.6	10.4	44.0	29.9	15.7	59.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	525	99.6	45.5	34.2	12.6	7.8	20.3
<b>Gender</b>							
Male	264	99.2	46.8	33.3	12.7	7.2	19.8
Female	261	100.0	44.2	35.0	12.5	8.3	20.8
<b>Racial/Ethnic Group</b>							
White	392	99.5	43.2	33.6	14.7	8.5	23.2
African American	108	100.0	53.8	35.6	7.7	2.9	10.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	50.0	31.3	0.0	18.8	18.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	429	99.5	39.0	37.2	14.6	9.2	23.8
Disabled	96	100.0	74.7	20.7	3.4	1.1	4.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	99.6	45.5	34.2	12.6	7.8	20.3
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	518	99.6	45.4	34.0	12.7	7.9	20.6
<b>Socio-Economic Status</b>							
Subsidized meals	379	99.7	53.8	32.5	9.9	3.8	13.7
Full-pay meals	146	99.3	24.4	38.5	19.3	17.8	37.0

<b>Social Studies</b>							
All Students	525	99.8	38.7	41.0	11.7	8.6	20.3
<b>Gender</b>							
Male	264	99.6	42.9	38.2	9.7	9.2	18.9
Female	261	100.0	34.6	43.8	13.8	7.9	21.7
<b>Racial/Ethnic Group</b>							
White	392	99.7	38.6	39.2	12.7	9.6	22.3
African American	108	100.0	40.4	47.1	9.6	2.9	12.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	37.5	37.5	6.3	18.8	25.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	429	99.8	31.2	44.8	13.8	10.2	24.0
Disabled	96	100.0	72.4	24.1	2.3	1.1	3.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	99.8	38.7	41.0	11.7	8.6	20.3
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	518	99.8	38.3	41.1	11.9	8.7	20.6
<b>Socio-Economic Status</b>							
Subsidized meals	379	100.0	45.8	41.4	8.5	4.4	12.8
Full-pay meals	146	99.3	20.7	40.0	20.0	19.3	39.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.2	37.4	47.0	15.7	0.0	15.7
	6	273	99.6	53.6	33.6	11.2	1.6	12.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	264	98.5	27.2	55.2	16.7	0.8	17.6
	6	261	95.8	39.2	39.2	17.6	4.0	21.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.6	28.6	46.8	13.4	11.3	24.7
	6	273	100.0	30.8	38.0	18.4	12.8	31.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	264	98.9	26.3	49.6	16.3	7.9	24.2
	6	261	96.6	24.1	47.8	18.9	9.2	28.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.2	54.3	24.8	13.5	7.4	20.9
	6	272	99.3	52.8	33.1	8.9	5.2	14.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	264	100.0	42.8	36.2	9.9	11.1	21.0
	6	261	99.2	48.3	32.1	15.4	4.3	19.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	253	99.2	43.5	40.0	10.0	6.5	16.5
	6	272	99.6	39.0	43.0	11.2	6.8	18.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	264	100.0	45.3	39.5	9.5	5.8	15.2
	6	261	99.6	31.9	42.6	14.0	11.5	25.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	264	100.0	45.3	39.5	9.5	5.8	15.2
	6	261	99.6	31.9	42.6	14.0	11.5	25.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 534)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.1%	Up from 0.9%	3.7%	2.8%
Attendance rate	95.4%	Up from 95.0%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%	Down from 3.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Down from 3.2%	0.0%	0.0%
Eligible for gifted and talented	13.0%	Down from 13.9%	8.3%	10.4%
On academic plans	49.2%	N/AV	40.2%	33.6%
On academic probation	0.4%	N/AV	0.5%	1.0%
With disabilities other than speech	15.1%	Down from 16.7%	8.5%	7.5%
Older than usual for grade	1.9%	Up from 1.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	44.1%	Up from 38.9%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.6%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	16.0%	Up from 9.5%	0.0%	0.0%
Teachers returning from previous year	69.1%	Down from 73.2%	87.5%	87.3%
Teacher attendance rate	99.1%	Up from 93.0%	95.1%	94.9%
Average teacher salary	\$37,911	Up 3.3%	\$42,324	\$42,485
Prof. development days/teacher	14.6 days	Up from 14.2 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 22.4 to 1	18.1 to 1	18.6 to 1
Prime instructional time	92.5%	Up from 85.2%	89.6%	89.7%
Dollars spent per pupil*	\$5,868	Up 5.0%	\$6,631	\$6,557
Percent of expenditures for teacher salaries*	54.4%	Down from 57.2%	64.1%	64.0%
Percent of expenditures for instruction*	58.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.6%	Down from 99.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sandhills Intermediate School's mission is to Ensure Every Student's Success by making the learning needs of students the primary focus of every decision. Our 2005-06 theme, Unlocking the World, provided our students with academic and character keys that will help them unlock their full potential as students and as citizens in our world. Our students showed exceptional leadership and citizenship throughout the school year! Our new SIS Peer Mediator Team consisted of students who were trained to help their classmates work through conflicts in a positive way. SIS students demonstrated their Crocodile Pride by donating \$4,278 to the Leukemia Society's Pennies for Patients Campaign, placing us #8 among schools in South Carolina. Our students also donated over \$1,000 to the Red Cross for Hurricane Katrina Disaster Relief and were recognized by the SC DHEC Recycling Program for collecting over 2,000 pounds of paper for recycling.

During the 2005-06 school year, our instructional team with the assistance of our School Improvement Council worked on several initiatives to increase student achievement. The implementation of a school-wide literacy-based Enrichment Curriculum engaged students in critical reading of high-interest novels while uniting all students in our school around common character education themes. Our Student Intervention Ladder helped us identify students in need of academic acceleration throughout the school year and provide them with focused additional support such as our after-school Literacy Assistance Program that targeted students needing specific help with reading skills. Our use of common quarterly snapshot assessments helped our teachers and students measure their progress throughout the school year. The creation and opening of the SIS Parent Center provided parents and students a place to work on projects after school.

We are proud of the efforts of our teachers to develop a professional learning community where we consistently model the process of life-long learning. Our professional development program at SIS was featured as a case study in the new book, "Linking Science & Literacy in the K-8 Classroom," published in May by the National Science Teachers Association. Our participation in the SC Math & Science Unit along with the South Carolina Reading Initiative continues to provide our teachers with best-practice instructional training and the services of our instructional coaches. The SIS Professional Development Series enabled teachers to meet after school hours to participate collegially in studies of current research-based instructional practices and content. SIS was also excited to host student teachers from the University of South Carolina, which contributed to the growth of our professional learning community.

As we move into the 2006-07 school year, Sandhills Intermediate is committed to continuing to ensure the success of each of our students. Our future challenges include the continued focus on literacy in all subject areas, the successful inclusion of our special education students in the regular academic program, and the continued development of our school's service to our community.

Justin Nutter, Principal

Robert White, Chairman, SIS School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	242	141
Percent satisfied with learning environment	94.4%	76.8%	65.2%
Percent satisfied with social and physical environment	97.2%	74.9%	69.8%
Percent satisfied with school-home relations	86.1%	80.3%	66.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.